DOCUMENT RESUME

ED 110 973 CS 002 127

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TITLE The Expansion of Reading Experience in Blocks 1 and 2 of the SWRL Reading Program.
INSTITUTION Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
REPORT NO SWRL-TN-2-72-48
PUB DATE 72
NOTE 35p.

EDRS PRICE MF-$0.76 HC-$1.95 Plus Postage
DESCRIPTORS Elementary Education; *Instructional Materials; Language Arts; *Language Skills; *Reading Comprehension; *Reading Programs; Reading Research; *Vocabulary Development

ABSTRACT

Language features which occur for the first time ("new" words and structures) in each story of Blocks 1 and 2 of the Southwest Regional Laboratory (SWRL) Reading Program are identified and discussed. The features were drawn from those defined and presented in Fiege-Kollmann's (1972) analysis of Blocks 1 and 2 stories. The new words and structures in each story are compared and contrasted with closely related words and structures which occurred in prior stories. Potential sources of difficulty in reading comprehension are pointed out. Structural contexts for the introduction of a new lexicon in prestory instruction are recommended. (Author)

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DATE: October 23, 1972

NO: TN-2-72-48

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Language features which occur for the first time ("new" words and structures) in each story of Blocks 1 and 2 of the SWRL Reading Program are identified and discussed. The features were drawn from those defined and presented in Fiege-Kollmann's (1972), analysis of Block 1 and 2 stories. The new words and structures in each story are compared and contrasted with closely related words and structures which occurred in prior stories. Potential sources of difficulty in reading comprehension are pointed out. Structural contexts for the introduction of new lexicon in prestory instruction are recommended.

CS 008 127

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THE EXPANSION OF READING EXPERIENCE IN BLOCKS 1 AND 2 OF THE SWRL READING PROGRAM

Laila Fiege-Kollmann

A previous paper (Fiege-Kollmann, 1972) presented the surface structures of the sentences appearing in Blocks 1 and 2 of the SWRL Reading Program. The symbolic representations of the structures were listed in appendices making possible the identification, comparison, and construction of sentences with particular structures. Features were regarded as "new" the first time they occur in a story, in that they are new in the reading experience of a child using the program. Each sentence was classified as consisting of 1) new words and new structures, 2) new words and old structures, and 3) old words and new structures.

The present paper discusses the new features appearing in each story using the terminology and the appendices introduced in Fiege-Kollmann (1972), whenever possible. Those features which appear relevant to comprehension are discussed, usually in terms of the symbolic representation of the surface structures, rather than on the particular sentences they represent. Comments made in such cases are intended to apply to all sentences having that representation. Particular sentences can be constructed using words available at that point in the sequence of stories by using the procedure of the previous paper.

Where details are discussed which were not explicitly represented in the previous analysis, it is necessary to use some

additional terminology. For example, the previous analysis was not designed to cover inflectional endings or other morphological changes (other than listing words including them as new words), yet these changes introduce new features in the stories, and for this reason they are described and discussed when they arise. An attempt has been made to explain added terminology sufficiently to enable nonlinguists to make use of the paper. Those unfamiliar with linguistic terms should refer to Fiege-Kollmann (1972).

The term "contrast" is frequently used in discussing relationships between structures. This term refers to a pair of sentences differing in specifiable linguistic features. In cases where the comprehension of the second sentence depends on the content of the first (for instance, Will I go? I will.), the sentences must be used together in instruction or assessment procedures. In other cases, contrasting sentences may or may not be presented together, depending on the purpose.

Simple and complex sentences structures are also distinguished. No overall position on the factors which determine relative complexity of sentences is adopted here. In the present paper, the addition of one of more structural elements to a declarative sentence is assumed to increase complexity over that of the sentence to which the elements are added. However, a declarative sentence is regarded as less complex than its transformed relative, even if the latter has fewer elements.

LANGUAGE FEATURES

Story 1. The basic SV (S Aux V) sentence structure, is introduced along with the question transformation (Aux SV) and the imperative (V). The SV and V structure can be contrasted, and also the S Aux V and SV structures. S Aux is not a basic structure since the main verb is deleted. The child has to remember the previous sentence and infer from it the deleted form. S Aux V can be presented together.

Stories 2 and 3. The most common prepositional phrases are introduced (i.e., Location, Direction, and Accompaniment). In addition to Location and Direction the pro-adverb "there" functions as Dummy in Story 2. The different prepositional phrases can be contrasted, as well as the various uses of the pro-adverb in Story 2 (SV $\left\{\begin{matrix}\text{Dir}\\\text{Loc}\end{matrix}\right\}$ vs. DSV).

It would seem best to introduce the new element Acc in Story 3 in a declarative sentence frame, but since only the first person subject pronoun (I) has been introduced and the second person (you) is only implied in the imperative, it is not possible to do so. However, V Acc can be contrasted with S V .

Story 4. The copula and the second person subject pronoun are introduced. They occur first in a question. Thus, the preceding instruction could include both declarative and question sentences S Be $\left\{\begin{matrix}\text{Loc}\\\text{Acc}\end{matrix}\right\}$ and Be S $\left\{\begin{matrix}\text{Loc}\\\text{Acc}\end{matrix}\right\}$. S Be Loc can also be contrasted with D S Be.

Story 5. The copula is introduced in a declarative sentence which should be familiar if it was practiced prior to the previous story. The NP is also introduced here. It functions as a head of

a prepositional phrase. Now the two ways of expressing location (Pr NP; Pod) can be contrasted in a sentence frame. Story 5 introduces also both the NP and the PP without additional structural context. It is recommended that the NP be introduced as S in SV (PP) context in the instructional material.

Also in Story 5, the imperative construction is used both with and without surface subject. Compare, for instance, Page 2 (Play with me) with Page 13 (You play there). The latter is used in the imperative rather than declarative sense which is indicated through pictorial clues. These two structures can be contrasted with each other and with the declarative sentence "You play there." (Both the declarative and the imperative with surface subject have the same surface structure. In speech, the declarative and imperative moods are distinguished by their respective intonation contours.)

Story 6. The sentence "We are there" occurs on Page 13. It is used as an idiom to indicate "We have arrived at our destination". In the right context and with the right intonation contour, the sentence will be acceptable; but if either one is missing, the child might have difficulties in comprehending how "we" can be "there" and not "here." In this case, the child has to remember the story content of at least three pages in order to interpret the idiom. It is suggested that S Be Loc (where Loc + there) context be restricted to cases where the pronoun "you" serves as S. On Page 13, a Pr NP structure could serve as Loc.

Story 6 introduces also a S Be structure which has to be interpreted in context of the previous sentence (reply to question). Such sentence pairs should probably be introduced through the instructional component.

Story 7. Proper nouns, the vocative and object substructures are introduced. The proper noun occurs both as a Vocative and as a Subject. The structure Voc Aux SV (Ann will you play) can be contrasted with S Aux V (Ann will play) and with Aux SV (Will Ann play). It is also possible to contrast Voc Aux SV with Voc S Aux V.

Only the pronoun is used as an object in this story. It is recommended that also the NP be introduced in the object position at this time, but since the only transitively used verb up to now is "play" and the only NP is "the log," it is not possible to do so. The object substructure is introduced in a question, not in a declarative sentence. In the instructional component, it might be effective to reverse the order of introduction.

Story 8. For the first time a sentence occurs which is a statement about the illustration, rather than a dialogue between characters. Thus for the first time a sentence without quotation marks is presented to the child. The use of the quotation marks may be practiced by contrasting sentences with and without them. Here, the pro-adverb is used both with and without the preposition. These substructures (Dir $\rightarrow \left\{\begin{matrix}\text{Pod} \\ \text{Pr Pod}\end{matrix}\right\}$) should be contrasted in a sentence frame with each other and with Pr NP. A sentence pair (question and reply) occurs with part of the reply sentence deleted. The sentence pair should be practiced, as should the reply sentence in both complete and deleted form. The imperatives SV (PP) and V (PP) should be contrasted since they occur frequently in the story.

Story 9. The NP is first used as a subject in D Be S context. The dummy occurs in the Mod 2 stories in the following contexts:

D S $\begin{bmatrix} V \\ Be \end{bmatrix}$	where S → Pro	There I go There you are
D Be S	where S → NP	There is the pit.

In both cases, D is assumed to mark the normal subject position in the sentence. The examples show that whenever NP occurs as S, the word order is reversed, but when a Pro occurs as S, the SV order is retained. These two structures could be compared to indicate the similarity in the function of D, despite the change in word order.

The Old Word-New Structure sentence "You are?" occurs on Page 10. The underlying structure S Be is the same as a declarative sentence, and question is marked solely by intonation. If the child is not yet a competent reader who can provide the right intonation pattern to his reading, he might miss the cue. The sentence should probably be replaced; but if it remains, it should be contrasted with Be S (Loc) structure. Up to now, a question has always implied an answer. In this case, the reply to a previous remark is in itself a question, which could present comprehension difficulty.

Story 10. The benefactive substructure is used for the first time. The difference between Direction and Benefactive may present a difficulty for instruction since no verb (e.g., give, bring) has been introduced yet with which to point out the contrast.

In Stories 8 through 10 the basic sentence structures are practiced. The only added element in most cases is the substructure vocative which

is used in sentence final position in Stories 8 and 9 and in both initial and final positions in Story 10. Thus both positions can be compared in the instruction.

Story 11. An adverb which is used to indicate manner is introduced. For practice purposes, the manner element can be included in a simple declarative sentence frame and the vocabulary can be varied. The direct object is used on Page 7 in combination with a prepositional phrase. Thus, the SVO (PP) context may be practiced.

Story 12. The present tense inflected form of verbs and the plural marker of nouns are introduced. Both grammatical devices are sometimes used in same sentences in the story. In instruction, the inflected forms could be practiced in separate frames before they are combined in the same sentence. Practice in sentence pairs such as "The logs slip" and "The log slips" can be given. It is also a good time to distinguish between Voc V and SV structures.

Story 13. Two new syntactic devices are introduced. Through the introduction of the particle "and," conjoining becomes possible. Only conjoined proper nouns in subject and vocative positions are used. Since sentences such as: Pat and Snap sit on me
Pat and Snap, sit on me

differ only by a comma in written form and by intonation in speech, it becomes critical that the child recognize the cue necessary to comprehend the message.

Throughout the program, conjoining can be treated by showing the underlying sentences from which the conjoining was derived, such as

"Pat sits on me," and "Snap sits on me." The other element introduced in this story is the tense and question marker "do." It is used in the past tense. It is the only form of past tense used up to now. No past tenses which could be used in declarative sentences have been introduced. Hence, all questions of Story 13 are without answers since in this case there can be no future or present tense answer to a past tense question. The past tense cannot be introduced in a declarative sentence nor can the declarative sentences be effectively compared with the question transformations because of difference in tense. A question structure which includes the Aux (Aux SV (PP)) should however be contrasted with Do SV (PP). Although the difference in tenses still exists, the similarities in word order can be pointed out.

Story 14. The new verb "let" is introduced. On Page 5, in the sentence "Let me play with you," "let" refers to "allow" "permit" and the object following it is comprised of an embedded sentence. For example:

(You) let (something)
I play with you } → (You) let me play with you.

On Page 6, the sentence "Let Pat and me in the den" occurs. There are two possible interpretations for the word "let" in this case: (1) "let" refers to "allow" as above, and the sentence is considered to be comprised of two sentences:

(You) let (something)
Pat and I come in the den } → (You) let Pat and me come in the den.

After the embedding, a deletion of the verb of locomotion takes place (possibly because of semantic redunduncy) (2) "let" refers to

"permit to pass," "come" in which case there is no embedding or deletion, as in case number one. In this story the child is exposed to embedded sentences in reading for the first time, and potential comprehension difficulty may be expected. Sentence pairs, such as "Let me play" and "Let me in the den" can be inclused in the instruction. Page 13 introduces both the new "let" structure and a new object type which is comprised of a conjoined proper noun and pronoun. A conjoined head occurs also as an object of the preposition (Page 11).

Another new concept in this story is the use of an "old" word in a new function. Previously, an adverb was used to indicate Manner, now the same adverb is used to intensify the prepositional phrase following it. The two functions can be contrasted since their position in the sentence can be used as a cue.

In Story 14, the child is also introduced to particle usage. Up to now, direction has been indicated by Pr NP or Pod; now the head of the prepositional phrase is deleted and direction is indicated by particle only. The Prt and PP usages can be contrasted in a suitable sentence frame.

Story 15. Introduced in this story are the use of three conjoined proper nouns functioning as sentence subject, and also the repetitive use of particles. Singular and plural copula forms can be practiced with the single or conjoined proper nouns which function as subjects. In the particle usage, the SV Dir structure should be contrasted with Dir SV since both structures occur in the story. However, the latter structure probably occurs more often in children's reading material than in their speech.

Story 16. The NP functioning as an object is introduced. Now the various NP usages can be contrasted in suitable sentence frames. A new element, State, is introduced. It is similar to Location; the difference seems to be the abstract nature of the head noun in State. The abstract versus concrete use of prepositional phrases can be demonstrated here, as can the various meanings of the head noun itself (see Appendix 9, Story 16).

Story 17. The auxiliary "must" and the first person copula form are introduced. Now the two auxiliaries introduced so far can be contrasted in simple sentence frames, including the question transformations (S Aux V (PP); Aux SV (PP)). Also, the first person singular and plural forms of the copula (I am, we, you are) can be contrasted.

In Story 17, the particle "on" is introduced in a new function. It refers here to continuity of the action expressed by the verb. It is only used in connection with the verb "go." Both single and conjoined particles are used. Previously, the child has been introduced to the SV Dir context where Dir → Prt (I go in). In this story, the child becomes familiar with SV Ctn context where Ctn → Prt. Thus the previous reference denoted a dimension of space while presently the temporal dimension is introduced. The two usages should be contrasted. The use of the particles can also be compared with the use of the prepositional phrase in a suitable sentence frame.

The word "let" is now used in the VO Dir context where Dir → Prt. The structure can be compared with the VO context where O → SV.

Structure	Sentence
VO Dir; Dir → Prt	Let me up.
VO; O → SV	Let me go.

Story 18. The "there is" construction becomes possible with the introduction of the third person singular copula form. The D Be S context can be contrasted with the D S Be context. The present tense copula forms can also be contrasted.

This story also provides the first occurrence of N functioning as the subject of the sentence. The form "mud" should be contrasted with "the mud" in suitable context. With the available vocabulary only the D Be S context is possible. ("There is mud" vs. "There is the mud.")

The vocative is introduced in between two imperatives (V Voc V). Other verbs or vocatives can be substituted in the frame for practice reasons. The intensifier is used now to precede a noun. Thus, intensifier plus PP or N (P) structures can be practiced in suitable frames. The indefinite article is used for the first time. It should be contrasted with the definite article.[1] For example:

The tub is on the log.	A tub is on the log.
He puts the tub on the log.	He puts a tub on the log.
He plays in the tub.	He plays in a tub.

Story 19. The conjoined verb phrase (V Con V) is introduced. In comprehension instruction, other verbs can be substituted and different verbs can be conjoined. Direction is now expressed with a prepositional

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[1]See Krashen's (1972) discussion on lexical and syntactic presupposition.

phrase where the personal pronoun functions as the head. In a sentence frame, this structure can be contrasted with PP's where the head is a proper noun. It can also be contrasted with Pr NP structures.

Story 20. The commonly used verb "help" is a new word in this story. It can be practiced in various contexts where previously only "let" was possible. However, "let" should not be used in the VO context where $O \rightarrow \left\{\begin{matrix}\text{Pro}\\\text{Pn}\end{matrix}\right\}$. Also the object form of the third person singular pronoun, "him" is used in this story. The direct object can be contrasted in a suitable frame with the subject. Thus: "He helps me" vs. "I help him."

Story 21. Both conjoined Pn's functioning as subject and conjoined verbs in the same sentence are introduced. This is the first time when two conjoined elements occur in the same sentence. Here also, the negative construction occurs for the first time. It occurs both in auxiliary and nonauxiliary context. In the former, the Neg occurs after the Aux; in the latter, the Neg occurs after the obligatory transformation marker "do." When the Aux is used, positive and negative contexts can be contrasted, but when the transformation marker has to be used, it is not possible to contrast the positive and negative contexts since there is a difference in tenses. Compare for example: "He will play" and "He will not play" with "He plays" and "He did not play." The context "He did play" is not a contrast, since it is the emphatic form. "Does" is not introduced in the stories, so "He (does/does not) play" cannot be contrasted either.

Also included in Story 21 is the first occurrence of N as a head of a prepositional phrase. This structure should be contrasted with a Pr NP structure in a suitable frame. For example: (He sits in mud. vs. He sits in the mud.)

Story 22. The Prt is used as part of a structure, rather than substructure. This involves the first verb and particle combination, where the combination seems to result in a compound verb. The structure SVO Prt can be contrasted with SVO Dir. It seems that both SV Prt O and SVO Prt are possible, but that SV Dir O is not. Compare for example the following sentences:

He puts up the tent.		
He puts the tent up.		
*He puts out the tent.	but:	He puts out the fire.
He puts the tent out(side)		He puts the fire out.

The child may or may not be capable of discriminating these constraints.

The masculine form of the possessive pronoun is introduced in Story 22. It functions as a determiner. The pronoun and the definite article can be contrasted in suitable sentence frames. For instance: ("The drum is on the log." vs. "His drum is on the log.")

The third person singular form of "have" is introduced. It occurs always with an object. Verb substitutions can be made in SVO context (He has his drum: He plays his drum). The third person singular copula form is used with Accompaniment for the first time. This form can be contrasted with the other inflected forms in suitable sentence frames.

The NP first functions as a head of the element Accompaniment in this story. One should probably contrast Me and Acc. For example:

We go with the band.
We play with the drum.

Two imperatives are now conjoined, of which the first one has a directional element added to the context. V Dir Con V can be contrasted with V Con V Dir.

Story 23. The intransitive use of "smash" is introduced. In the previous paper, it was suggested that "smash" be used transitively only in the stories. This story also introduces only two new structures. New words are mostly introduced in old structures as is advisable.

Story 24. Two new pronoun forms are introduced. The demonstrative pronoun "this" is used as a determiner, object and subject in the story. When "this" functions as a subject or object, it refers to a NP. Thus, it can be contrasted with a NP. For example:

The drum is on the log.	This is on the log
He plays the drum.	He plays this
(The drum is on the log	The drum is on this)

The demonstrative pronoun functioning as a determiner should be contrasted with other familiar functions used as the determiner. For example:

He has a tub
He has the tub
He has his tub
He has this tub

The other new pronoun is the third person plural object from "them." It is used both as a direct object and as the object of the preposition in the element Acc. Both usages can be contrasted with the other known object form "him." For example:

I sit with him. I sit with them.
I see him. I see them.

Story 25. A new function for a familiar word is introduced. "Help" has been used as a verb up to now, but here it functions as a noun. It is used as a direct object. Both functions can be introduced in suitable sentence frames. For example: You need help.
I help you.
You need me.

On Page 11 of this story, the sentence "Lil helps Bud out" could be interpreted in two ways. In the first one, the particle can represent a partly deleted prepositional phrase referring to the physical properties of the environment (out of the tree branches) or an abstract difficulty (out of a predicament). In the more abstract sense "help out" can be considered to form a compound verb where the particle is not associated with spatial dimensions any more.

The sentence of Story 25 "See the ships out there" introduces the child to a different type of transformation. The sentence can be considered to be formed from two underlying structures;

(You) see the ships
The ships are out there } → (You) see the ships out there.

The structural relationship can not be indicated as clearly as above in the appendices of the previous paper because they do not include descriptions of assumed underlying forms. They include only forms which are present in the surface structures. It is probably wise to instruct the child in the underlying sentences first before the latter are combined in a single structure. For example:

Page 15 Bud has his ship.
Lil is with him.

Page 16 Bud and Lil sit in the ship.

If the sentence "Bud has his ship" is substituted by "Bud is in his ship," the sentences on Page 15 would be relatively good preparatory structures for the more complex sentence on Page 16. The following sentence pair (Page 4) is a good example of a possible instructional sentence for pronoun substitution: I see a tree
I need it

Another exaellent sentence pair can be found on Page 8: Bud needs me
I will help him

The sentences are short and clear. Proper noun and its pronoun referent (Bud-him) are juxtaposed, as are different forms of the same pronoun (I-me). In addition, the semantic content "need-help" is exemplified. The sentence pair on Page 14:

We will not need the tree
See this log

can demonstrate effectively the semantic similarities and differences between the concepts "tree" and "log" when accompained by a well designed illustration.

Page 14 will introduce the child to a different type of an embedded structure. The sentence "We will go on the pond in it" can be described to be comprised of two underlying sentences:

We will go on the pond
We will go in it
} → We will go on the pond in it.

Here, one of the identical S Aux V structure has been deleted. It is recommended that the child be introduced to the underlying sentences before he is exposed to the more complex embedded one in reading.

Story 26. The uninflected form of the copula is introduced. It occurs after the auxiliary and in an embedded structure in combination with "let." The form should probably be compared with another verb in similar contexts. For example:

He plays there.	He is there.
He will play there.	He will be there.
(You) let me play.	(You) let me be.

In the last example, the child has to recognize structures $\left\{\begin{matrix}\text{(You) let}\\ \text{I play}\end{matrix}\right\}$ and $\left\{\begin{matrix}\text{(You) let}\\ \text{I am}\end{matrix}\right\}$. In case of "you let me play," only one change in inflected forms occurs when compared to the component structures, but in the last example two changes occur ("I" is changed to object form "me," "am" is changed to "be").

The transformation marker "did" is used in a new function. Here the transformation marker functions as a transitive verb (you did it). Both usages should be practiced. Up to now, the pronoun referent "it" has been used to refer to specific objects, but in this story "it" is introduced to refer to the entire content of the preceding sentence.

Page 7	Smash it	(the ball)
Page 8	You did it	(You performed the action of smashing the ball)

Both usages should be practiced in suitable sentence frames.

In Story 26, the characters are playing baseball. The terms "up" and "out" have been analyzed as predicate complements. They do not seem to imply location but rather position in the game. This story

introduces the child also to the negative element in combination with the copula. Thus usage should be contrasted with the already familiar negative constructions. For example:

He did not go there.	He is not there.
He will not go there.	He will not be there.

The examples show that the place of the Neg is after the tense carrying element in the sentence.

The positive and negative contexts can also be contrasted. The story includes a good example for practice material.

Page	Sentence
9	Ann is out.
10	I am not out.
11	She is not out.
12	She is out.

The word "fun" is introduced. It is used as a predicate complement and as an object. It is the first time that an abstract noun functions as an object. It should be contrasted with a noun signifying a concrete object (For example: "He has fun" vs. "He has a drum).

The first past tense form of a vowel changing verb (fell) is introduced in this story. In fact, it is the first past tense form, other than the transformation marker. It can not be contrasted with its own present tense form nor can it be used in question or negative transformations, since the uninflected form (fall) is not introduced. Also introduced is a V VO construction where the first V functions almost as an interjection.

A new function is introduced for the familiar word "it." Now "it" is used as a place marker for the actual subject of the sentence.

The subject itself is placed after the copula. An infinite construction functions as a S in this case. Thus: "To play there will be fun" ⇄ "It will be fun to play there." The particle "to" functions here as a verb nominalizer. Since there are only two occurrences of this structure (D (Aux) Be Pve S, where S → Inf Loc) in the story, the instructional component should include additional practice material. It seems likely that difficulties in comprehension might attend such a structure for young children.

Story 28. The first Dir Dir construction which expresses the source and the goal of an action is used. A different aspect of the locative construction is also introduced. With the occurrence of "from," the starting point of the action expressed by the verb can be referred to. The source, path and goal aspect of the locative can now be contrasted in suitable sentence frames. For example:

I run on the path.
I run to the path.
I run from the path.

The particle "out" has been introduced earlier. It functioned as a preposition with the pro-adverb, as a predicate complement, and a particle. Now it is introduced as part of a composite preposition in combination with the new word "of." One should probably contrast structures such as

He runs out.
He runs out of the den.
He runs out there. (Note both Loc and Dir meaning)
He runs out of the log. (but note semantic difference: He runs out of logs.)

One can also contrast sentence pairs: He runs from the den.
He runs out of the den.

The particle "of" occurs also after the new word "all." The combination functions as a new type of determiner, "all of." "All" is also used as an quantifier to the subject or object in a sentence. The various occurrences of "all" can be seen in the following examples:

Page	Sentence	Structure
6	We are all on a trip.	S Be Int Sta
12	Ruff will put them all in his den.	S Aux VO Loc; O → Pro Quan
8	All of them are with me.	S Be Acc ⎫ S → NP; NP →
9	All of us are on a trip.	S Be Sta ⎭ Quan Pr Pro

As can be seen from the varying structural descriptions, the present analysis does not explain the underlying similarities or dissimilarities of the constructions. For example, the structure of the first sentence above is given as "S Be Int Sta" and the structure of the second one as "S Aux VO Loc; O → Pro Quan." In the first one, the Quan modifiers the S in a similar fashion as O is modified in the second example. Yet, looking at the structural descriptions, it might be difficult to recognize the similarity since in one description Quan is part of the structure, in the other one part of the substructure. In the comprehension instruction, similar sentences as the following may be contrasted.

We run to him.	He sees us.
All of us run to him.	He sees all of us.
We all run to him.	He sees us all.
You run to him.	He sees you.
All of you run to him.	He sees all of you.
You all (dialect) run to him.	He sees you all.
All of them run to him.	He sees them.
	He sees all of them.
	He sees them all.

Story 29. Another V Prt combination functioning as a two part verb is used. "Put on" can now be contrasted with "put up" in a suitable frame. One has to insure however, that the child does not confuse particle and prepositional usages. Compare, for example, the following sentences.

Page	Sentence	Structure
4	Keep on this path, Lil.	V Loc Voc
13	He keeps his mask on.	SVO Sta

In the initial stages of learning to read, the child might confuse the relationships Pr NP and V Prt (which functions as Sta in this case). The instructional material could usefully include practice material for the particle and preposition usage. A new type of embedded sentence (Page 2) is introduced. The two sentences "I will ask" and "Pat will go with me" are combined to form the sentence "I will ask Pat to go with me." The component sentences can be practiced before the child is introduced to the more complex combination of sentences.

The proper noun functions as a predicate complement in this story. Now the subject and predicate complement can be contrasted in S Be Pve context.

Story 30. The past tense of the verb "go" is introduced. Now in one case the past and present forms can be contrasted. In addition, the question transformation can be included in the frames. For example:

You go to the log.
You went to the log.
Did you go to the log.

The first adjective is used. It functions as a predicate complement. Its usage can be contrasted with that of a NP functioning in the same position. Story 27 introduces the word "fun" as a predicate complement in a complex structure; in this story the simple S Be Pve structure is introduced. The practice material can introduce the simple frame prior to the complex one. "It" is often used as placemaker for the actual subject of the sentence (Pages 6 and 7). A negative context is included on Page 7. "It" is also used in this story to refer to an object. In that case, it occurs as the subject of the sentence. Although both occurrences are familiar ones, it might be wise to recapitulate the various usages of "it" in the instructional component. Hatch (1970) discusses the rhyme "We go to camp - To camp we go" which occurs in Story 31. As she points out, "camping" would be a more suitable form here.

Story 31. The first use of passive (with agent deleted) occurs on Page 7. The sentence "The logs are cut" (S Be V) can be contrasted with its active counterpart "We cut the logs" (SVO).

Story 32. Three new functions are introduced which in turn bring in new elements or structural complexities. "Now" occurs as the element to express Time (Te). It is used in a sentence final position. As a relatively independent element it can be practiced in several simple sentence frames. A new particle "down" is introduced in this story. It functions as a preposition in connection with the pro-adverb and as a directional particle in combination with the verb "go." Sometimes it might be difficult to recognize whether the particle functions as

a preposition or as an particle. Compare for example the following sentences:

Page	Sentence	Structure
3	It went down in a pit.	SV Dir Loc
4	Run down there with me.	V Dir Acc; Dir → Pr Pod

It seems that in the first sentence "went down" forms a unit whereas in the second sentence "down there" can be considered as a unit. Both usages should be included in the instructional material.

Conjoined to the particle "up," "down" forms part of the substructure used to indicate manner in this story. The substructure Prt Con Prt occurs only once. Hence, the instructional component could insure more reading practice.

On Page 6, a new type of modifier occurs in the prepositional phrase. The head of the prepositional phrase is modified with a locative element stemming from a relative clause:

We are from a land
The land is out there } → We are from a land (which is) out there.

A similar structure occurs on Page 15 (It will go back to a land out there). The child should be given enough practice with simple sentences before they are combined to form sentences where deletions occur.

In sentence fifteen, the particle "back" is introduced in a context which includes two Dir and one Loc elements: S Aux V Dir Dir where Dir → $\left\{\begin{matrix}\text{Prt}\\ \text{Pr NP Loc}\end{matrix}\right\}$ and Loc → Pr Pod. Since so many new structures are introduced in Story 32, it might be possible to replace sentence fifteen with a sentence where the surface structure is simpler. One can also wait until the next story until "back" is introduced, since it occurs more frequently in that story.

The transformation marker is introduced in a new function in Story 32. On Page 3, it is used as an emphasis marker. It precedes the verb and carries the tense. The structure S Do V can be practiced by substituting other functions as S and V. The structure can also be contrasted with SV and Do SV structures, although in contrasting the tense difference becomes apparent. For instance:

Sentence	Structure
The ship lands.	SV
The ship did land.	S Do V
Did the ship land.	Do SV

One new verb is introduced in this story. The verb "want" is used transitively. It occurs five times with infinitive constructions of various complexities. It does not occur in simple SVO pattern where O → NP (for example: I want a drum.) In the instructional component that pattern should be the first to be introduced in the reading. The structure SVO where O → Inf (O) is a structure which the child hears and probably uses often (for instance: I want to go; I want to do it), but structures SVO where O → $\left\{\begin{matrix}\text{S Inf Sta Acc} \\ \text{S Inf Man}\end{matrix}\right\}$ might not be common in children's speech. Since every time "want" is used, a new substructure is introduced, the instructional component should provide ample practice material in each case.

Two conjoined noun phrases also occur as objects in two sentences. In the first one, the NP's are modified by a Loc construction (partially deleted relative clause) and both NP's consist of Det N. In the second one, no determiner occurs with the second noun. The elements should be contrasted in simple frames.

Page	Sentence	Structure
9	See the pond and the trees down there.	VO; O → NP Con NP Loc
10	I can see the camp and tent now.	SVO Te; O → NP Con N

Story 33. The first composite preposition consisting of three particles of which one is a new word is used. The compound preposition "in back of" occurs three times. "Back" is also used alone as a particle functioning as the element Sta. Both usages should be practiced in the instructional component. A new element Purpose (Pur) is introduced here. It signifies an underlying embedded sentence. It explains the purpose of the action expressed in the main verb.

On page 12, sentence "Dash will not let Ruff down" can be interpreted in two different ways: 1) Ruff is in some kind of predicament, he is positioned higher up than Dash, and Dash will not help him get down, 2) Ruff is in some kind of predicament and Dash will indeed give him a helping hand. Thus, the sentence can have almost opposite meanings. The story context should be clear for the child to make a correct semantic interpretation while the instructional component should prepare the child so that he will be able to make that correct interpretation.

Story 34. The new verb "dig" is used both transitively and intransitively. Both uses should be practiced in suitable sentence frames. Story 34 introduces also the adjective "glad." It is introduced as a predicate complement in a sentence which includes the future construction, an infinitive, an object to the infinitive, and the element accompaniment. In the instructional component reading practice should start with simpler constructions in this case.

The quantifier occurs in this story both with and without the particle "of." Previously the quantifier was used only with pronouns, but now article-nouns occur as well. The new usages should be contrasted with each other and with the already familiar ones. A Pr Dem construction serves as the locative on (Page 13). The structure should be contrasted with a Pr NP in a suitable sentence frame. It would also be wise to recapitulate in some fashion the old occurrences of the demonstrative pronouns, which are familiar to the children.

Story 35. The auxiliary and negative compound "cannot" is introduced. The form should be contrasted with the positive form "can" in suitable sentence frames. It can also be contrasted with other auxiliaries in negative structures in simple sentence frames. The sentence qualifier "just" is also used. For practice purposes, it can be added as an initial element to simple sentence frames.

Story 36. The negative element in combination with a temporal element (realized by the adverb "yet"), is introduced. It is the first time when the negative occurs in a partly deleted sentence (Page 2: Not yet, Tip) which in turn results in negation of an adverb, rather than negation of the action expressed by the verb. Previously, any partially deleted sentence has occurred as a follow-up to a complete sentence (e.g., Will you go? I will.) and the child could refer back to the previous sentence. Here, the deletion occurs before the complete sentence so that the child has either to refer back two sentences or to complete reading the next sentence before knowing what the Neg Te refers to.

The interjection "yes" occurs for the first time. It is used in a sense of confirmation to the content of the previous sentence. It can be practiced in question-answer sentence pairs.

The word order Dir SV seems to be a transformation from SV Dir. The former is often used in children's storybooks, but it does not seem to occur too often in their speech. In the instructional component SV Dir should be introduced first and then be contrasted with Dir SV.

Direct discourse is used for the first time in Story 26. The direct discourse is comprised of two parallel structures, each with its own SV. In the latter of the two structures, the basic word order is reversed (V S). While most of the text in the Mod 2 Kg stories is conversation, the speaker has not been specified directly in the reading. In this story, the word "yell" is used intransitively to refer to the act of "yelling" or "shouting." It is also used transitively in the sense that the speaker "utters" (in this case loudly and with shouting overtones) certain words. Not only is the act of speaking expressed, but also the emotional intensity with which the words are said.[2] Thus the first introduction to direct discourse is not by means of more common words (e.g., say, tell) but by means of a word which for the child might only refer to the act of "shouting." The child has thus a two fold task in front of him:

"Yell" → { say, tell, utter
in a shouting manner, loudly

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[2]Pointed out by Mary Rhode.

Since there are only two examples of direct discourse in the text, the instructional component can provide more practice material.

Story 37. In earlier stories, the word "trick" served in the function of V. Now it is introduced as a N. It is possible to contrast SVO context where [V → trick] with another SVO context where [O → trick].

"Yet" is introduced in a non-negative context. It is possible to contrast the negative-question context with the question context: Do SVO Te and Do S Neg VO Te.

The sentence "I will cut the box with Ruff in it" (Page 9) can roughly be described as a combination of the sentence "I will cut the box" and "Ruff is in the box." It is recommended that the sentences be practiced before the child encounters the embedded sentence in reading.

RECOMMENDATIONS FOR ASSESSMENT AND INSTRUCTION

Relatively little is known about the kinds of linguistic entities which might cause difficulties in reading comprehension. In the present paper it was assumed that any linguistic feature might be a potential source of difficulty when encountered for the first time in reading. Thus relating new features to familiar ones to highlight important similarities and differences might help prepare the child for the reading task ahead and ease possible difficulties of comprehension. Based on this assumption, the new linguistic features in each story are compared and contrasted with related features of previous stories.

Some estimate of those linguistic features which are most likely to cause comprehension difficulties can be generated by identifying features which are difficult for the child to understand in spoken language, or features which depart substantially from common spoken English usage. As Bessemer and Jenkins (1972), pointed out, success in reading comprehension is likely to be based very largely on the child's ability to comprehend the spoken correspondent to written language. However, for the majority of features, it remains for empirical research to determine whether or not any substantial investment in instructional activity is required to develop effective reading comprehension.

It can be seen from the analysis that possible difficulties may arise on all linguistic levels. On a phonological level, some difficulties may stem from inability to decode a particular word to more subtle differences dealing with intonation. For example, in sentence "You play there" only intonation will reveal whether the sentence is intended to be a declarative or imperative sentence. In the question "You are?" (Story 9, Page 10), the child has to be able to map a question intonation onto a normally declarative sentence pattern but in addition he should include a tone of maliciousness (as is indicated by the pictorial clues). The child should probably be given some instruction in trying out alternative intonation contours for the same written sentence, and in examining the appropriateness of intonation contours for various contexts. Such instruction should prove helpful in assisting the child to retrieve an appropriate contour to enable meaningful interpretation of otherwise ambiguous language.

On a morphological level, the child has to be able to understand inflections, tense differences in verbs (go, went (fall), fell), auxiliaries and the transformation marker (will, did), and subject/object forms of pronouns, as well as differences in marking singular and plural forms. In instruction, opportunities to compare sentences contrasting these features should be given to alert the child to their importance. Experience in near-simultaneous comparison of such features should assist the child in picking up the intended meaning when one of the features later occurs by itself in running text.

On the syntactic level the interpretation of function words, word order differences, and structures involved in conjoined and embedded sentences are particularly important for comprehension. Instruction presenting sentences with identical content words, but contrasting syntax should serve to strengthen the child's preception and utilization of syntactic cues in the written medium.

For conjoining and embedding, it may be helpful to provide practice in relating the meaning of complex sentences to the underlying sentences, from which they are transformationally derived.

For example, the sentence "See the pond and the trees down there" (Story 32, Page 9) can be considered to result from the following conjoining and embedding:

1. The pond is down there.
   The trees are down there.
   → The pond and the trees are down there.

2. (You) see the pond.
   (You) see the trees.
   → (You) see the pond and the trees.

3. (You) see the pond and the trees
   The pond and the trees are out there
   → (You) see the pond and the trees (which are) out there

Experience in reading complex sentences, and identifying or selecting a set of appropriate simple sentences which convey the same information should help the child to develop effective processing strategies for extracting the correct underlying information. Such strategies may represent an initial step toward the development of more advanced discourse comprehension skills.

On a semantic level, difficulties in comprehension may arise from abstract terms such as (fun), terms which are nonspecific shifting in reference (such as go), varying form class usage even without a major change in meaning (a tent vs. to tent), or when the same word is associated with the different meanings (still meaning "quiet" vs. still meaning "in the present as in the past"). Recent research by Carroll (1971) has demonstrated comprehension difficulties with less frequent usages or meanings often occur well into junior high. Where such usages or meanings are unavoidable in early reading materials, instruction will be required to mitigate difficulties in comprehension.

As can be seen from the examples above, potential causes of comprehension difficulties are many and varied. The analysis of Fiege-Kollmann (1972) and the present paper help to establish a basis for investigation of such difficulties. The primary value of this work is to point out many aspects of language which occur in the stories, and which provide an appropriate occasion for checking student comprehension.

The whole approach is based on an assumption that the main source of comprehension difficulty involves a failure to discriminate differences in meaning between similar or related language features. This assumption is undoubtedly oversimplified, nor does it satisfactorily determine the design of teaching and testing methods. However, such assumptions imply some general guidelines which can be followed in the process of developing comprehension instruction and/or assessment.

These guidelines include:

1. Introduce - simple structures before complex;
   new words in simple, familiar structures whenever possible;
   new structures using simple, familiar words whenever possible.

2. Contrast - one feature at a time in basic sentence frames.

3. Use - the word order of basic declarative sentence when introducing new words or elements;
   basic declarative word order before imperatives or questions.

4. Limit - the length of sentences to the minimum possible;
   the syntactic elements used as context for contrasting feature to the bare essentials.

While such recommendations appear practically useful and reasonable on linguistic grounds, they should be regarded cautiously until their effects on the development of comprehension can be ascertained. Hopefully, they will be replaced by more definitive and effective guidelines resulting from future work on this same problem.

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